



SCHOOL CLIMATE AND ACADEMIC ACHIEVEMENT OF UG LEVEL STUDENTS: AN IMPACT ASSESSMENT

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ABSTRACT

The present paper tries to examine the impact of school climate on academic achievement of secondary level students of Paschim Medinipur district, W.B. The main purpose of this study is to find out the impact of school climate on academic achievement of students. In this regard a standardised adopted Bengali version questionnaire of school environment scale Alexandra A. Bochner, Aleksei A. Korneev and Kirill D. Khomov with 22 items was used to collect reliable data from the under graduate level students. Convenient purposive sampling technique was used. Only 82 samples were collected of Paschim Medinipur district. Different statistical techniques like Mean, SD, Pearson correlation and t-test were used to analyse the collected data. Result of this study showed that significant and positive relationship exists between school climate and academic achievement. No significant difference found between boys and girls in terms school climate. But significant difference exists between APL and BPL, general and others secondary level students in terms school climate.

KEYWORDS: School Climate, Academic Achievement, Secondary Level Students

INTRODUCTION

Child development takes place in response to the interaction of environment and heredity. Just as heredity determines the course of a child's development, the family and school environment also play an important role in the development of a child's personality as well as life. School environment/School climate plays pivotal role for the socialisation of children. Student's learns social manner, values, customs, rules and skills by the interaction with peers, seniors and teachers etc in school. School prepare students for future and shapes their behaviour, helps to give up selfish desires, how to value sacrifice for the sake of society. A proper congenial climate/ environment are very much essential for a fruitful learning of the child. Students spend most of his time in school and here his environment is asserting a different influence on performance through curricula, teaching techniques, relationship.

In general sense school climate means specific organisational structures, interpersonal relationships, students, teachers, stakeholders, goals, values, teaching – learning process and pre determined curriculum which have to be learn to the students. IN another way, School climate is an environmental element, it has four broader aspects: order and safety, social relations, teaching and learning environment, and systems and facilities. According to Grazia and Molonari (2021) school climate have three main features for constructing congenial school climate 1.comprehensiveness and multidimensionality of the construct e.g. academic experience, relation, safety, and institutional environments 2. its impact on the various outcomes such as academic achievement, psychological wellbeing, level of bullying and behavioural misconduct 3.the flexibility and potential of the tool which may change via interventions.

Educational institutions are inextricably linked with society. School colleges and universities are the great bodies of knowledge, social change and socialization. These are important nation-building institutions. School environment plays an important role in the development of personality of the students. As students spend most of the day in the school, an important responsibility of the school environment is inculcating values in the child because today's students are the backbone of the future nation. That is why school climate is important in nation building. Some educationist suggests that the perception of school climate is associated with complex personal, interpersonal, cultural and contextual factor. The main dimensions school climate is safely, teaching and learning, relationship, and the environment. Actually school environment is a combination of physical factors and psychological factors which helps to promote students learning and achievement.

Academic achievement is the maximum proficiency in all activities at school after a certain period of training. It refers to the student's ability and performance. Holistic competence refers to the overall development of a student's physical, mental, social, and emotional development. Academic achievement is multidimensional and reflects all round performance of the students in their academic areas. It also indicates how much learning objectives have been achieved by the students. It is not related to any one event. The student's overall time level is an expression of his life and skills. Academic excellence is not only related to intelligence but also other factors such as social intelligence, practical intelligence, spirituality and creativity and even different factors. Children's performances and abilities are judged through covering various traits of

personality. Studies show that school climate has a positive relation on the academic achievement of students.

Significance of the Study

Academic excellence is the only criterion to survive in this rat race in a competitive society. Student excellence is at the heart of our education system. This is the only criterion for survival in the competition. A congenial environment is necessary to bring out the innate abilities and potentialities of the individual and school has always been regarded as an important factor in the child's education. An appropriate classroom environment determines student proficiency. Intelligence, family environment, interests, money, social conditions, and school climate influence student performance. Here investigator tries to find out the relation or difference exists between school climate and academic achievement of secondary students.

Operational Definitions

School climate: School climate means the quality and character of school life. It includes interpersonal skills, teaching and learning practices and organisational structures.

Academic achievement: Here academic achievement indicates that the aggregate score gained by the students in WBBSE examination, 2023. This final Board examination score is considered as Academic achievement.

Secondary Students: The students studying at class IX within the age group of 14-15 years are secondary student here.

Objectives

1. To find out the significant relation between school climate and academic achievement of secondary school students.
2. To find out the significant difference between Boys and girls in terms of school climate of secondary school students.
3. To find out the significant difference between APL and BPL in terms of school climate of secondary school students.
4. To find out the significant difference between general and others in terms of school climate of secondary school students.

Hypothesis

- ^aH₁: There is no significant relation exists between school climate and Academic Achievement of secondary school students.
- ^aH₂: There is no significant difference exists between boys and girls in terms of school climate of secondary school students.
- ^aH₃: There is no significant relation exists between APL and BPL in terms of school climate of secondary school students.
- ^aH₄: There is no significant difference exists between general and others in terms of school climate of secondary school students.

Review of Related literature

Zehui Yu and Xiaodi Jiang (2022) found that the punctuality of students and the classroom discipline can explain the good performance of students.

Maxwell, S. et al (2017) students' perceptions of school climate significantly explain writing and numeracy achievement and this effect is mediated by

students' psychological identification with the school.

Usaini, I.(2015) indicated that students from a school with adequate facilities, good teachers and favorable environment perform well than those from schools with fewer facilities, unqualified teachers and the less enabling environment.

Opoola Akindele Samson (2012) showed that students in well- equipped schools under favourable environment performed better than those from schools with inadequate educational facilities.

Methodology of the Study

The present study included the following variables:

- Psychological Wellbeing (Independent Variable)
- Academic Achievement (Dependent Variable)
- Demographic variables

These are as follows:

1. Locality (rural and urban)
2. Economic status (APL and BPL)
3. Caste (General and Others)
4. Gender (Male and Female)

Population: The population of the study is all secondary school students, West Bengal, India. Purposive sample technique was used to collect data for the study. Only 82 students were taken for the study those who are studying in Bengali medium secondary school in Paschim Medinipur.

Sample: In the present study, a sample of 82 secondary school students from three schools was drawn. Purposive sampling procedure was employed to collect reliable data from the students.

Tool: A standardised 'School climate questionnaire with 22 items covering four areas such as wellbeing, equality, unsafe and disunity, developed by Alexandra A. Bocharov , Aleksei A. Korneev and Kirill D. Khomov was used to collect reliable data from school students. Academic Achievement in the study is the aggregate marks of Board exam of WBBSE obtained by secondary students studying in class X.

Statistical techniques: Different statistical techniques like mean, SD, Pearson's correlation, t- test were used to analyze the data.

Analysis and Interpretation

⁰H₁: There is no significant relation exists between school climate and Academic Achievement of secondary school students.

Variables	N	Mean	r-value	Significant
School Climate	82	78.08	0.45	Significant
Academic Achievement	82	63.08		

Data Source: Author's calculation based on field survey 2023

The above table showed that the mean score of school climate and academic achievement of secondary school level students is 78.08 and 63.08 respectively. The calculated 'r'-value is **0.45** which is positive. That means significant relationship exists between school climate and academic achievement of secondary school level students. The null hypothesis will remain changed.

⁰H₂: There is no significant difference exists between boys and girls in terms of school climate of secondary school students.

Gender	N	Mean	SD	t-value	Significance
Boys	40	78.25	5.99	0.248	Not Significant
Girls	42	77.92	6.05		

Data Source: Author's calculation based on field survey 2023

Table 2: showed that the mean score of Boys and other Girls students is 78.25 and 77.92 respectively. The standard deviations are 5.99 and 6.05 respectively. The calculated t-value is 0.248 which is not significant at 0.05 level i.e. there is no significant difference exists between boys and girls in terms of school climate. The null hypothesis will remain unchanged.

⁰H₃: There is no significant relation exists between APL and BPL in terms school climate of secondary school students.

Economic Status	N	Mean	SD	t	Significant
APL	37	80.06	5.67	3.72	Significant
BPL	45	75.67	5.06		

Data Source: Author's calculation based on field survey 2023

Table 3: showed that the mean score of APL and BPL students is 80.06 and 75.67 respectively. The standard deviations are 5.67 and 5.06 respectively. The calculated t-value is 3.72 which is significant at 0.01 level i.e. there is significant difference exists between APL and BPL of in terms of school climate. The null hypothesis will remain changed.

⁰H₄: There is no significant difference exists between general and others in terms of school climate of secondary school level students.

Social status	N	Mean	SD	t-value	Significant
General	35	81.74	5.77	5.40	Significant
others	47	75.36	4.56		

Data Source: Author's calculation based on field survey 2023

Table 4: showed that the mean score of general and others students is 81.74 and 75.36 respectively. The standard deviations are 5.77 and 4.56 respectively. The calculated t-value is 5.40 which is significant at 0.01 level i.e. there is no significant difference exists between general and others students in terms of their school climate. The null hypothesis will remain changed.

RESULTS

On the basis of analysis and interpretation it is clear that correlation between school climate and academic achievement is positive and significant. No significant difference exists between boys and girls but significant difference exists between general and others, APL and BPL secondary school students in terms of school climate.

CONCLUSION

There is a positive correlation with school climate and academic achievement. That is, if the environment in the school is improved, then the student's academic achievement will increase. The academic achievement is conducive to the growth of the academic performance of the students. There is no significant difference exists between boys and girls in terms school climate. But significant difference exists between APL and BPL, general and others secondary level students in terms of their school climate.

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